

Strategic Plan | 2022 – 2025

VISION

Create a pathway to learning for everyone

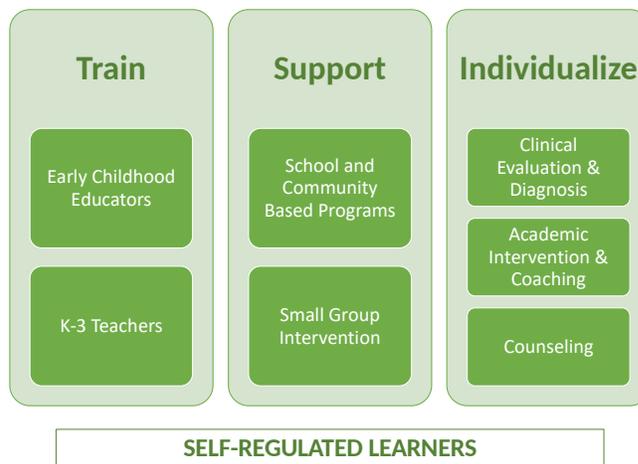
MISSION

Work together with individuals, families, schools, and communities to understand and overcome obstacles to learning

DESCRIPTION

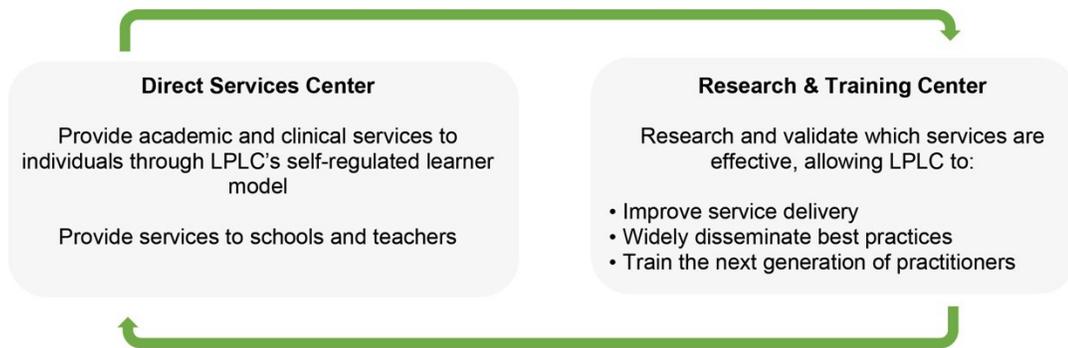
Lee Pesky Learning Center (LPLC) is a comprehensive service, research, and training center. LPLC was founded in 1997 by Alan and Wendy Pesky to honor the legacy of their son Lee who had a learning disability and was able to find success with the support of highly-trained educators and clinicians. Today, LPLC continues to provide intensive services to individuals facing obstacles to learning while also training teachers and supporting students in schools and communities.

SERVICE DELIVERY MODEL



LPLC employs research-based services while also engaging in research and training that contribute to the field. This relationship is depicted in the figure on the next page.

SERVICE, RESEARCH, AND TRAINING CYCLE



Strategic Commitments

Five strategic commitments will guide LPLC's work for the next three years. These commitments seek to elevate LPLC to a nationally recognized service, research, and training center that is a leader in the field of learning and attention challenges and early childhood education.

1. **Equip learners of all ages with the skills needed for success.** Our *self-regulated learner framework* supports individual strengths while incorporating the skills and strategies needed to become increasingly connected, self-aware, self-determined, strategic, and resilient.
2. **Deliver research-based services and contribute new research to the field.** Our work is grounded in the *science of learning and development* and acknowledges the neurocognitive, psychosocial, and environmental factors that impact learning. Researchers and educators learn from one another to advance knowledge and improve practice.
3. **Empower educators and parents with knowledge and skills.** Our professional development experts work with educators including administrators, teachers, and parents to build their capacity to provide high quality learning environments in which all individuals can thrive.
4. **Close the educational opportunity gap through direct service.** Our academic, clinical, and teacher training services provide and promote inclusive, equitable, and culturally responsive learning environments designed to close the educational opportunity gap.
5. **Prepare the next generation of practitioners.** Our professional staff provide university students with opportunities to apply new skills in academic and clinical settings, positioning them to excel in special education, early childhood education, clinical psychology, counseling, and education research.

Tactics by Strategic Commitments

Each of LPLC's five strategic commitments is accompanied by specific tactics (*see below*). The Executive Director, in collaboration with the staff leadership team, will create an annual implementation and evaluation plan to articulate yearly targets for each tactic, assign leadership accountability, and track and report on performance metrics.

1. Equip learners of all ages with the skills needed for success.

1. Create individualized learning profiles for clients through psychoeducational evaluations of self-regulation, information processing, and academic skills.
2. Provide effective academic intervention to meet the needs of the whole learner.
3. Provide counseling to support the self-regulation of thoughts, feelings, and behavior, promoting individuals' academic and social-emotional success.
4. Refine academic coaching and counseling models to support self-regulation and academic success.

2. Deliver research-based services and contribute new research to the field.

1. Engage in continuous professional development of LPLC staff through partnering with national experts and growing new relationships.
2. Complete an annual program evaluation of academic intervention effectiveness, including evaluation of online and in-person services to ensure similar outcomes.
3. Through university partnerships, validate and improve LPLC's self-regulated learner model as a viable, evidence-based framework.
4. Research tools to inform early detection of learning disabilities.

3. Empower educators and parents with knowledge and skills.

1. Train early childhood educators and elementary school teachers on evidence-based practices in literacy, culturally responsive instruction, and self-regulation to improve early childhood outcomes and increase student achievement.
2. Create and broadly disseminate early childhood education training modules in English and Spanish for use by educators in the field.
3. Preserve LPLC's professional development expertise and reputation through creation of a comprehensive video library for use at the elementary grades.
4. Build and sustain partnerships with community libraries to support parent education.

4. Close the educational opportunity gap through direct service.

1. Reduce financial barriers faced by families who seek access to our academic and clinical services.
2. Provide historically underserved students with access to evidence-based, no-cost reading intervention through our Pathways to Literacy program.
3. Recruit and retain staff who reflect the racial and linguistic composition of public school students.

4. Research the accuracy and usability of LPLC-created products written for Spanish-speaking educators, parents, and children.
- 5. Prepare the next generation of practitioners.**
 1. Prepare university students studying special education to become experts in use of instructional methods for students with learning and attention challenges.
 2. Prepare university students studying to become social workers to provide counseling to meet the social-emotional needs of children with learning and attention challenges.
 3. Prepare university graduate students studying to become psychologists to conduct evaluations in alignment with LPLC's *self-regulated learner framework*.
 4. Prepare university graduate students to engage in educational research on effective methodologies for young children and students with learning and attention challenges.